

# Peer Review: Praise/Question/Suggestion/Response

**Expectations** What is it you hope to gain from peer review today?  
A bit more info in my brochure/satires.

→ power point brochures.  
for 2 sides.

**Plans** What practices might help you/your classmates attain those expectations?  
focus & communication

**Procedure** For this peer review, groups of three will follow these steps:  
1. Author: sets expectations; reads/explains EAR genres aloud  
2. Peers: write comments using rubric; share *praise/questions*  
3. Author: asks *questions/responds* to peer comments  
4. Peers: make *suggestions/respond* to author questions

Have you received comments about...?	Member1	Member2	Summarize those comments below
Thorough, specific use of evidence?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	use questions as pointers in brochure. spell Bloomsburg University → brochure.
Organization of evidence?			
Genre conventions <b>Appropriate genre for PURPOSE/AUDIENCE</b>  <b>Criteria from model genres</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Techniques discussed in class? Contrast Repetition Alignment Proximity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	spacing more info

**Reflection** Now that you've received some comments, how will you address them when you revise your work?  
change pages. revise pages, add info to brochure.

**Evaluation** Were your expectations met today? Why or why not?  
yes, we spoke thoroughly about each project. Helped to correct some grammar flaws.

Please fill out this chart for yourself to hand in with your final draft.

Criterion	Did you fulfill it? Explain how, and give an example.	
Arranged relevant details clearly to accomplish the purpose(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> Example: I arranged and grouped my project in a way that made it easy to view.
Used details thoroughly and specifically?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> Example: Specifically used examples from each model to talk about their CRAPPAGE use.
Style and grammar match the models used in steps? (and appropriate to Audience and Purpose)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> Example: Followed the CRAPPAGE principals when talking about each model & example.
Used the composing practices we discussed in class? (C.R.A.P.: Contrast, Repetition, Alignment, Proximity)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> Example: Tried to follow good CRAP principles when creating my models.
Implemented the feedback received from Dr. Sherry and my peers?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> Made changes to my project based on group & professional feedback. ↑ Dr. Sherry's

After revising your draft, please fill out the rubric below for your EAR project:

Criterion/Grade	4.0	3.0	2.0	1.0
Organization: arranges relevant details clearly to accomplish purpose(s)		3		
Content: uses details thoroughly and specifically to make point(s)		3		
Conventions: style and grammar match the models read in class		3		
Technique: uses composing practices discussed in class		3		

A 4.0 is... Relevant details selected and clearly arranged to make point(s)  
Details used thoroughly and specifically to make point(s)  
Style/grammar of genre(s) examined in class used appropriately for author's own purposes  
Composing techniques discussed in class are used appropriately for author's own purposes

A 3.0 is... Relevant details selected and arranged to make points  
Details used thoroughly or specifically to make point(s)  
Style/grammar of the genre(s) examined in class are used appropriately but mechanically  
Composing techniques discussed in class are used appropriately but mechanically

A 2.0 is... Details arranged to make point(s)  
Details used to make point(s)  
Style/grammar of the genre(s) examined in class are attempted but not always appropriate  
Composing techniques discussed in class are attempted but not always appropriate

A 1.0 is... Details do not seem relevant; arrangement unclear  
Lacks details; does not make point(s)  
Style/grammar of the genre(s) examined in class are not used  
Composing techniques discussed in class are not used